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ABSTRACT

This document reports the outcomes of a project that was conducted for the following purposes: provide statewide equity staff development workshops for Wisconsin technical college staff, school-to-work personnel, K-12 teachers, and persons who work in state agencies and community-based organizations; establish a task force and facilitate development of 5-10 equity learning projects; and organize and facilitate a vocational equity learning project training workshop. Appendixes constituting more than 90% of this document contain the following: materials from and about the equity staff development workshops (the fall and spring meeting agendas and membership list of the Wisconsin vocational equity leadership cadre and the Visions workshop meeting announcement, brochure, agenda, participants' list, and evaluation form); evaluation model for equity and diversity (equity and diversity self-study evaluation report; guidelines for evaluating an educational climate to ensure the equitable treatment of all individuals regardless of their gender, ethnic group, race, and/or disability; suggested documentation to be available for a review team; and definitions); and Wisconsin Technical College System "Creating an Inclusive Educational Environment" curriculum. (MN)

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ED 419 941

WTCSB Equity Staff Development Workshops and Services Phase VII Final Report

Submitted by:

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UW-Stout
Menomonie, WI

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June, 1998

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Wisconsin Technical College System Board
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Madison, Wisconsin 53707

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Acknowledgments

A sincere expression of appreciation is extended to the many people throughout the Wisconsin Technical College System who participated in the activities conducted through this grant-funded project; particularly to Frances Johnson, Wisconsin Technical College System Board (WTCSB) Educational Equity Consultant, who supported and guided the objectives of this project.

An expression of thanks is given also to Barbara Dougherty, Center on Education and Work, UW-Madison, for her creative work and suggestions in developing the Learning Projects contained in the "Creating an Inclusive Educational Environment" curriculum. The reviewing of curriculum and suggestions made by Regina Arbisi-Ebert and Rubina Jan of Blackhawk Technical College; Jackye Thomas, Madison Area Technical College; Jean Kapinsky, Northcentral Technical College; and Kathy Witzig, Southwest Technical College was very much appreciated.

Finally a sincere thank you to Dr. Orville Nelson, CVTAE Director, and the staff at the Center for Vocational, Technical and Adult Education, Mary Weber and Jackie Berg, for their interest, cooperation and capable assistance during this project.

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WTCSB Equity Staff Development Workshops and Services, Phase VII - Final Report

Introduction:

The University of Wisconsin-Stout WTCSB Equity Workshops and Services Project had as its purpose the continued support of the Wisconsin Technical College's efforts to meet the federal requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title II, Part B, Sex Equity Initiative which requires positive action to end bias and stereotyping and to ensure nondiscrimination.

Statewide equity staff development efforts and train-the-trainer workshops have resulted in raised awareness and subsequent individual WTCS district training by WTCS volunteers. Examples of training in the past year are Vocational Equity GESA Workshops in technical colleges, six days of staff development in cooperation with the UW-Stout Vocational Equity Leadership Cadre, and training of technical college personnel, K-12 public schools, and Department of Corrections teachers in the use of curriculum for Black American males. (Appendix A) UW-Stout graduate credit was granted for taking equity courses in the technical colleges and this provided incentives for individuals to attend the inservice offered.

Another method used to infuse equity into college strategic planning was to develop a self-evaluation instrument for districts to use in evaluating the college climate for equity and diversity within their programs. An in-depth self-study and on-site team evaluation instrument was developed by the UW-Stout project director. The draft instrument was reviewed and revised by a team of administrators and equity experts from five technical colleges. The revised document, "Evaluation Model for Equity/Diversity," was presented to the Wisconsin Technical College State Evaluation Committee for their approval for use in the technical college system in May, 1998. (Appendix B) This model will be presented at the American Vocational Association national conference in December of 1998.

Project directors from CVTAE, UW-Stout and Center on Education and Work, UW-Madison; collaborated to develop Vocational Equity Learning Projects using the curriculum, "Creating an Inclusive Educational Environment" (CIEE), the WTCSB "Evaluation for Equity/Diversity," and the recently developed Equity in the Workplace resource book. The purpose was to provide activities that lead to a higher level of learning through self-discovery and internalizing with a subsequent change of behavior and attitude. The project directors created learning plans and learning projects incorporating the Educational Diversity Course competencies and criteria using the Wisconsin Instructional Design System (WIDS). Selected persons from the Wisconsin Technical College System reviewed the curriculum for use within their systems. The objective of the learning plans in "Creating an Inclusive Educational Environment" is to infuse equity issues into technical college staff development efforts. This is best served by incorporating these issues and activities into the current Educational Diversity Course.

The project directors:

- Established the criteria and framework for the Learning Projects,
- Provided materials for project development and developed projects in the WIDS format,
- Facilitated the Task Force work meetings,
- Provided training on the development of the projects,
- Worked with committee members in using the Learning Projects.

The resulting curriculum is available for use by WTCS staff development facilitators who teach the Educational Diversity Course, as well as other WTCS faculty, as a means to ensure continued infusion of equity into district staff development efforts. (Appendix C)

To assure continuity and coordination of programs and services for persons entering nontraditional programs, the WTCSB equity efforts were coordinated with Single Parent/Displaced Homemaker programs, State agencies and community-based organizations. This project, through the direction of the WTCSB Educational Equity Consultant, continued to work closely with the WTCSB Single Parent/Displaced Homemaker Programs; the UW-Stout Statewide Equity Leadership Cadre Project located in the Center for Vocational, Technical and Adult Education; the Department of Public Instruction Administrator of Vocational Equity; and Teen Single Parent Programs, the Department of Public Instruction Single Teen Parent Coordinator; and other statewide initiatives and programs serving the equity needs of women.

The Major Objectives were:

1. Provide statewide equity staff development workshops for technical college staff, school-to-work personnel, K-12 teachers, and persons who work in State agencies and community-based organizations. This was accomplished through:

- Planning, coordinating and implementing technical college gender equity training workshops in consultation with the WTCSB Educational Equity Consultant A training on VISIONS, a Black Male Curriculum, was conducted by Constance Gipson of California. The workshop was attended by 52 education personnel from technical colleges, public schools, and Department of Corrections institutions.
- Cooperating with the UW-Stout Vocational Equity Leadership Cadre Project Director to plan, coordinate and conduct two Leadership training workshops, resulting in six days of training with approximately 100 + participants for each of the six days.
- Providing Vocational Equity GESA training with opportunity for university credit for 23 people in two technical colleges.
- Providing technical assistance, consultation, and support to equity personnel in implementing local plans through phone, fax, e-mail, and the provision of materials and resources as requested.
- Explored the opportunity to provide two different career challenge workshops through surveys and announcements. Training was not held due to insufficient enrollment..
- Shared information and coordinated efforts with the Wisconsin Vocational Equity Leadership Cadre Project located in CVTAE, UW-Stout; WTCSB Single Parent/Displaced Homemaker Programs, Wisconsin DPI Administrator for Equity and Single Teen Parents, Wisconsin DPI Teen Single Parent Program Coordinator and other programs and agencies serving the equity needs of women.

2. Establish a task force and facilitate the development of five to ten Equity Learning Projects in cooperation with the Center on Education and Work, UW-Madison, that:

- Incorporated the WTCS Educational Diversity course competencies and criteria, content contained in "Creating an Inclusive Educational Environment" curriculum, Equity in the Workplace resource book, and the information from the WTCSB Equity/Diversity Survey;
- Were integral to materials used to train WTCS staff on equity issues.
- Incorporated attributes of quality curriculum, including cooperative learning strategies, higher order thinking skills, analysis and application of equity concepts, assessment triad (instructor, peers, and self), problem solving and decision making.
- Included sequenced learning activities.
- Included assessment criteria (rubrics) for learning activities.

- Specified what WTCS staff should know and be able to do to create an inclusive college environment.
- Provided a system for disseminating and piloting the projects. WTCS staff will be given the completed equity learning projects as tools to use in subsequent gender and diversity equity training in the Wisconsin Technical Colleges as a means to continue the infusion of equity issues into the WTCS staff development.

3. Organize and facilitate a Vocational Equity Learning Project training workshop for WTCS staff that will:

- Present completed learning projects to selected WTCS staff.
- Submit final Equity Learning Projects to the Wisconsin Technical College System for use in ongoing local training.

Summary:

Statewide equity staff development was provided through workshops for technical college staff and other agencies. Administrators, counselors, and teachers will have increased their awareness of equity issues and developed additional programs and strategies to promote and achieve vocational equity for all students at the local level. As a result, there will be an increase in the number of nontraditional and special needs students in vocational and applied technology education and school-to-work programs with progress toward meeting the performance standard of 25 percent enrollment of nontraditional students and proportional enrollment of special needs students in vocational education, tech/prep, apprenticeship, and school-to-work.

The Learning Projects, disseminated to WTCS personnel, included learner outcomes, activities and evaluation strategies that incorporated quality curriculum attributes (sequenced learning activities, variety of teaching techniques, higher order thinking skills, problem solving, decision making and rubric assessments.) But, more important, the completed projects reflect equity objectives established for WTCSB by previous statewide task forces and advisory committees.

The WTCSB Equity/Diversity Survey was accepted by the WTCS state evaluation committee and will be piloted by two technical colleges within the coming year. This instrument is important for the infusion of equity strategies and issues in that it also reflects the objectives established by statewide committees and advisory boards. These two documents, WTCSB Equity/Diversity Survey and "Creating an Inclusive College Environment," are an attempt to integrate equity and diversity strategies within the technical college strategic planning initiatives.

Appendix A

Vocational Equity Leadership Cadre Agendas
Vocational Equity Leadership Participant List
Visions Brochure
Visions Agenda
Visions Participant List
Visions Evaluation

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

TO: Vocational Equity Cadre Members

FROM: Lorayne Baldus

DATE: 10/23/97

SUBJECT: "Visions" Curriculum Training Workshop

Frances Johnson, WTCSB; Barbara Schuler, DPI; and Evyonne Crawford-Gray are co-sponsoring a workshop on curriculum for black males at the Marriott Hotel in Brookfield, WI, December 5, 1997. This is a part of a new series of materials developed for the California Department of Education. They have another curriculum developed for white males and currently are in the process of writing curriculum for Native Americans and Hispanics. The white male curriculum, called "Options" may be introduced at the Spring Cadre meeting.

The workshop will be one day only, beginning at 8:30 a.m. and ending by 3:30 p.m. Constance Gipson, co-author of the Visions curriculum, will be the workshop facilitator. The workshop will be funded by the WTCSB Equity Workshops and Services project at UW-Stout. The only cost to the participants will be the cost of the book, $40. Arrangements have been made with the Marriott Hotel for rooms at state rates. Please refer to the enclosed brochure for the tentative agenda registration form and information regarding room reservations

If you are interested in attending, please fill out the registration form and return it to me along with your check or purchase order. We hope you will be able to attend.

Enclosure

Visions

Career Guidance and Life Management for African American Men

Developed for the
California Department of Education,
Career Development and Workforce Preparation Division
Office of Gender Equity.

- Designed to complement the Houghton Mifflin History-Social Science series
- Integrates history, social studies, geography, art and literature
- Stimulates critical thinking skills
- Assists districts in preparing students for the school to career process and introduces students to careers which are nontraditional for African Americans.

For additional information, contact:
Lorayne Baldus, UW-Stout
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email: baldusl@uwstout.edu

An Introductory Curriculum Workshop to

• VISIONS

Career Guidance and Life Management for African American Men

December 5, 1997
Marriott Hotel
Brookfield, WI

Sponsored by:
Wisconsin Technical College System Board
Wisconsin Department of Public Instruction

Visions Workshop
8:30 a.m. - 3:30 p.m.
Marriott Hotel, Brookfield, WI
December 5, 1997

Facilitator: Constance Gipson

An introduction to materials developed for African American males in California. The workshop will incorporate group activities to:

- Evaluate the materials for use in local districts
- Explore ways to incorporate the resource materials into existing curriculum
- Discuss strategies for use by Public Schools, Technical Colleges and Community Based Organizations.

Tentative Agenda

Continental Breakfast	7:30 am
Overview of the Visions Material	8:30 am
Lunch	12:00 am
Visions Materials, Activities	12:45 am
Implementation Strategies	1:30 pm
Participant Reaction Panel	2:45 pm
Close of Meeting	3:30 pm

Registration Fee, $40.00 (Cost of Visions Materials)

VISIONS WORKSHOP

Registration Form

Name _____

Position/Title _____

Address (please check one - ___home ___business)____

_____

_____

Phone (home)_____ (business)_____

Fax _____ e-mail _____

Fees $40, payable to UW-Stout Check___PurchaseOrder___

Return Form and Payment by November 24, 1997

To: Lorayne Baldus.
CVTAE, UW-Stout
103 1st Ave. W.
Menomonie, WI 54751

Rooms are available at the State Rate of $52.00
until November 21, 1997, Marriott Hotel, 414-786-1100
Ask for "Visions Workshop"

Wisconsin Vocational Equity Cadre
Fall Meeting, October 14-16 1997

TARGET GROUP - **Secondary Teen Single Parent Program Staff**
Postsecondary Single Parent/Displaced Homemaker Staff

TENTATIVE AGENDA - DAY ONE, October 14, 1997

9:30-10:30	REGISTRATION, Coffee, Rolls, Networking
10:30-11 AM	Introductions, Announcements, Ice Breakers Facilitators: Fran Johnson and Eyvonne Crawford-Gray
11-12 AM	General Session: Title: Legislative Issues Impacting Women and Families, *Senator Gwen Moore* (Backup: Eileen Littig and Jocelyn Riley)
12 - 1:00 PM	LUNCH
1-2:30 CHOOSE ONE	SECTIONAL I Serving Older Workers *Susan Pedersen, AARP Regional Office* SECTIONAL II Update on W-2 *Jay Hein, Department of Workforce Development* SECTIONAL III Welfare Warriors *Pat Gowen, Founder*
2:30-2:45	BREAK
2:45-4:15	K-12 Single Parent Sharing Meeting with Consultant and Colleagues *Facilitated by Eyvonne Crawford-Gray* Postsecondary SP/DH Sharing Meeting with Consultant and Colleagues *Facilitated by Fran Johnson*
4:30	WISCONSIN WOMEN WORK Meeting

Wisconsin Vocational Equity Cadre
Fall Meeting, October 14-16, 1997

TARGET GROUP - **ALL**

TENTATIVE AGENDA - DAY TWO, October 15

7:45 - 8:30	Registration, Networking, Coffee and Rolls		
8:30 - 9:00	Announcements, Introductions, Reports Facilitator: Barbara Schuler		
9:00 - 12:00	Helping Students from Privileged Groups Understand Their Self-Interest in Eliminating Oppression *Dr. Diane Goodman* (Break Provided)		
12:00 - 12:30	LUNCH		
12:30 - 1:30	Nice Girls Don't Sweat *Jane Curry*		
1:30 - 3:00 CHOOSE ONE	#1 Session: Migrant Children's Issues - Coordination of School Services *David DeSoto* *WI DPI*	Session #2: Marketing Single Parent and Equity Programs *Jean Cole, Dept. of Ed. - Missouri* PART I	Sessions #3: Q&A with Diane Goodman
3:00 - 3:15	BREAK		
3:15 - 4:45	Bruce Lee Meets Snoop Doggy Dogg: Addressing race and culture through humor, folklore and rap *Tou Ger Xiong*		
4:45 - 5:00	WRAP UP, CLOSING		
5:00 - 5:30	CESA Equity Cadre Chair Meeting with Barb Schuler		

Wisconsin Vocational Equity Cadre
Fall Meeting, October 14-16, 1997

TARGET GROUP - **K-12 and Postsecondary Equity/Multicultural Staff**

TENTATIVE AGENDA, DAY THREE, October 16, 1997

7:30-8:00	Registration, Networking, Coffee and Rolls		
8:00 - 9:00	Miz Wizard's Science Secrets *Jane Curry*		
9:00 - 9:30	Announcements, Reports *Barbara Schuler, Fran Johnson, Linda Riley*		
9:30 - 10:30 CHOOSE ONE	Session #1: Marketing Equity PART II *Jean Cole, Missouri*	Session #2: Grrls Club *Amy DeBauer*	Session #3: Rites of Passage - A Self Discovery Program for Girls *Heddy Keith* *IJIMA*
10:30 - 10:45	BREAK		
10:45-11:15	Introduction to "Tools for Schools" Program *Marta Larson, P.E.O.*		
11:15-11:45	Task Force Report , *Dan Konop - CESA #7*		
11:45 - 12:45 CHOOSE ONE	**K-12 Equity Staff** Sharing Meeting with Consultant and Colleagues *Facilitator: Barb Schuler* LUNCH SERVED	**Postsecondary Equity Staff** Sharing Meeting with Consultant and Colleagues *Facilitator: Fran Johnson* LUNCH SERVED	

Wisconsin Vocational Equity Cadre Spring Meeting
March 31-April 2, 1998

Target Group -	**Secondary Teen Single Parent Staff and Postsecondary Single Parent/Displaced Homemaker Staff**

AGENDA - DAY ONE, March 31, 1998

9:30 -10:15	REGISTRATION, Cont. Break. Networking	LOBBY
10:15 -11 :00	Introductions, Announcements, Ice Breakers	BAILEY EAST & WEST
11:00 -12:00	The Impact of Counseling on Student Choices *L.G. Shanklin-Flowers*	BAILEY E/W
12:00 - 1:00	LUNCH	
1:00 - 2:30	SECTIONAL I Career Development for Multicultural Groups *L.G. Shanklin-Flowers*	BENNETT
	SECTIONAL II Counseling for Nontraditional Careers - *Mary Jo Coffee, WCTC; Fonda Baldwin, JI Case HS, Racine; and Patty Broomell, Sussex-Hamilton High School*	*CRANDALL*
2:30 - 2:45	BREAK	
2:45 - 4:00	Postsecondary SP/DH Sharing Meeting with Consultant and Colleagues Facilitated by *Fran Johnson*	BENNETT
	K-12 Single Parent Sharing Meeting with Consultant and Colleagues Facilitated by *Eyvonne Crawford Gray*	CRANDALL
5:00 - 7:00	WI Network for Women and Work -	BENNETT

Wisconsin Vocational Equity Cadre Spring Meeting,
March 31-April 2, 1998

Target Group	**ALL**

AGENDA - DAY TWO, April 1, 1998

7:30 - 8:00	Registration, Networking, Cont. **Break.** LOBBY

MEETING ROOM - BAILEY EAST AND WEST ALL DAY

8:00 - 8:30	General Session: Welcome, Announcements, Introductions - LOBBY
8:30 - 11:45	**What's Your EQ?** and **Bias in the Curriculum and Classroom** Presenter: Phyllis Lerner, Interweave, Bethesda, MD BREAK PROVIDED
12:00 -1:00	LUNCH
1:00 - 2:45	**A Great One Hour Inservice for Students** CONTINUE TRAINING FROM AM with Phyllis Lerner
2:45 - 3:15	BREAK
3:15 - 4:00	**PERFORMANCE: Within the Silence - America's Imprisonment of Japanese American Citizens**, *Living Voices, Seattle, WI*
4:00 - 5:30	**Equity Appreciation Program and Awards** and NCSEE '99 IS COMING OUR WAY- Judy Gillen Dahl, Duluth Public Schools
5:30 - 6:30	CESA Cadre Chair Meeting with Barbara Schuler
7:30 - 9:30	**Sexist Themes In Popular Music - 1950-present**, An Instructional Session. *Narrated and Performed by the Starving Coyotes Band* *HOLIDOME*

Wisconsin Vocational Equity Cadre. Spring Meeting
March 31-April 2, 1998

Target Group	**K-12 and Postsecondary Equity/Multicultural Staff**

AGENDA, DAY THREE, April 2, 1998

7:15 - 8:00	Continental Breakfast, Networking - BAILEY EAST AND WEST		
8:00 - 8:30	Introductions, Announcements, Reports - BAILEY EAST & WEST		
8:30 - 10:30	**Options: Making Connections in Today's World** A curriculum designed for adolescent, white males that seeks to increase awareness of the global workplace and diversity issues in the 21st century. *Presenter: Chuck Stalley, Industrial Technology Instructor, Williams High School, Williams, CA* *BAILEY EAST & WEST*		
10:30 - 10:45	BREAK		
10:45 -12:30	**Options Training continued**		
12:30 - 1:15	LUNCH		
1:15 - 2:15 CHOOSE ONE	**K-12 Equity Staff Sharing Meeting** with Consultant and Colleagues BENNETT	**Postsecondary Equity Staff Sharing Meeting** with Consultant and Colleagues CRANDALL	**Post-session Conversation with Chuck Stalley** BAILEY E&W
2:15	ADJOURN		

1997-98 Wisconsin Vocational Gender Equity Cadre Members

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Vision Workshop
Marriott Hotel-Brookfield, WI
December 5, 1997

AGENDA

Continental Breakfast	7:30 am
Announcements: Lorayne Baldus UW-Stout	
Introduction: Frances Johnson WI Technical College System Board	
Visions: Constance Gipson, California Vocational Education Gender Equity Consultant	8:30 am
Lunch	12:00 pm
Visions Continued: Constance Gipson	12:45 pm
Implementation Strategies	1:30 pm
Participant Reaction Panel:	2:45 pm

- Facilitator: Barbara Schuler, WI Dept. of Public Instruction
- Claude Beale, Milwaukee Public Schools
- Sharon Durtka, Milwaukee Public Schools
- Terry Simmons, Blackhawk Technical College
- Kaleem Caire, WI Department of Public Instruction
- Chris Harper, Opportunities Ind. Ctr. of Racine Co.
- Jason Matthews, Milwaukee Area Technical College

Close of Meeting	3:30 pm

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December 5, 1997
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Visions Workshop
Marriott Hotel - Brookfield, WI
December 5, 1997

Evaluation Form

How would you rate the following?	Excellent	Good	Fair	Poor	Mean
1. Workshop content	4	3	2	1	3.77
2. Materials provided	4	3	2	1	3.80
3. Presentation method	4	3	2	1	3.40
4. Program variety and balance	4	3	2	1	3.20
5. How relevant or useful was the training to your work - did it meet your needs?	4	3	2	1	3.47
6. Do you feel the ideas and concepts can be integrated into your work?	4	3	2	1	3.55

7. Comments:

- Excellent presentation, content and focus
- Presenter called reading and writing activities - we need more movement more creation and active types of activity was the look.
- Material "Visions" looks good for juvenile corrections. We will use it.
- I'd like to see this in hard cover, though I understand the cost restraints.
- Super job! Keep doing it!
- This is an excellent presentation. Lots of good and useful information. All techniques for everybody.
- Very interesting.
- Would like more dialog on how to apply "visions" as a teaching tool to non-African American high school/middle school youth. Have heard concerns from fellow in-service participants about the reading level being too high for many of their student populations.
- I think the book is excellent, but I would have paid to have the workbook explained along with the text.
- I found this as one of the best informative workshops I have attended this year.
- It is about time that the plight of the African American male is put on the list of priorities with regards to education/vocational education.
- Good workshop for those who are in this field.
- Like to see workbooks. Integrate text workbook need price lists.
- Good conference.
- Need to have similar book in other categories, e.g., Indian.
- I teach history - African American History and advise minorities so the material is very important.
- Going through the book took too long. Would have liked the exercises/staff book for more ideas on how to incorporate activities with the book. Drop the crossword for the activity - not significantly helpful.

- I don't like the binding. I'd like to see you print the book in a three-ring binder. Chapters could be added as you go along. Research papers and notes could be added. I want a workbook.
- How to use in a correctional/school setting (students staying for different lengths of time, coming and going, different ages and abilities - a circus!
- Presenter was very knowledgeable, up on current events and those events that affect all ethnic groups. All groups (gender, race, ethnicity, economic) were addressed. She had audience participate, and used much interaction with audience. My burden is certainly here and this is a very valuable resource.
- I really enjoyed the day. Very enlightened. Well organized and flowed. Challenged the reasons and perceptions.
- Presenter - excellent. Exercises - good. Too much reading in a.m.
- Would like time to discuss in small groups and group sharing.

8. The thing I liked best about the workshop:

- The book makes considerable effort to not assume anything.
- Content was very appropriate for our inmate population. Material seems to provide good practical examples.
- The book - a treasure.
- Having people involved from the audience.
- Materials
- Personal stories of the author.
- Audience interaction and historical content of Blacks.
- Appropriate, professional setting - away from the workplace - parallel to business meetings. Include supervisors who could then help implementation! If possible!!!$$$?
- Ideas on how to integrate the material into my work. A key resource for library collection development and programming.
- Presentation and book.
- Explanation about the Rights of Passage.
- The material presented are very user friendly and appropriate.
- Personal responsibility.
- Broad knowledge base of author; ability to present curriculum to practical situations in our professional/personal life.
- Discussion of the pregnant Sheila.
- Ms. Gipson's presentation of the material/book and the book itself.
- The presenter was very warm and informative and she was able to use very excellent illustrations. Worth my time!
- It was an eye opener to see so many people from diverse backgrounds learning about things most Black people always knew about the plight of Black men and the issue of education.
- Integration of individual into each rite of passage.
- Interesting background of materials.
- Further my knowledge of Black American (men).
- Method used to provide information for participants who would act as trainers for teachers.
- This is a wonderful book.
- Very comprehensive Black history and culture.
- Looking and hearing about this resource.
- Receiving and reviewing the topics in the workbook.
- The handbook.
- Quotations

- Action/hands-on application at the end. The way in which Connie went through the manual.
- Everything was excellent! I did however, have a defective book that was coming apart at the seam.
- The enthusiasm that the presenter presented and the knowledge. Wisdom she shared - the positive environment.
- Presenter, quality of book.
- I liked the way Connie took us through the book and got us involved with the readings.
- The presentation of material - giving the additional perspectives.
- Fist activity - discussion.

9. I would like additional information on:

- Obtaining workbooks
- Teaching manual
- On exercise workbook
- Black women and single parents, but especially Black women in general.
- Titles, etc., of various book mentioned, parallel to Visions. A list?
- Materials
- Ordering other workbooks
- Like to buy book.
- Options
- Conducting a group for adults.
- Workbooks
- How the book can be incorporated into a variety of educational settings.
- Being able to review workbook, order additional copies and copies of other curriculums shown.
- Minority materials
- Images and the activities book for Visions.
- How to purchase this book and the workbook.
- Like to see workbooks. Need price lists.
- Purchase of a workbook.
- How to obtain the book would be important.
- Where is the workbook?
- Complementary resources, the African American female curriculum
- The workbooks - May we copy some of the materials until the workbooks and textbooks become available.
- Teenage girls - all ethnicity's
- Women in high places
- Further Visions training
- Workbooks - can it be reproduced
- The other book and activity workbooks.
- American Indian, Asian and Hispanic books for males and females and the female version of Visions.
- Bi-racial issues
- Cross cultural information to be incorporated.

10. Suggestions for future workshops and/or workshops to help clarify and use curriculum materials:

- Interested in corrections education?
- More input from participants.
- Audience needed activities!

- Can Visions be made into a segmented curriculum.
- Keep up the enthusiasm you have as presenter - it's contagious!
- Longer time for this workshop.
- Did not find the crossword puzzle to be realistically helpful!
- Presentations by individuals who have "gone through" curriculum - students, inmates, etc. What's the reaction of female African-Americans when they review this curriculum.
- To create some work group.
- Aptitude evaluation, career interest, and learning styles affect on career decisions.
- Need for detailed workshop for teachers to implement the material.
- Could this be done again for K-12 educators?
- Maybe a follow-up next year or at another meeting - to see how users have progressed.
- Would be nice to get to try out the resource - generate strategies for use in our particular roles with schools.
- I'd like to see copies of the books for all of the other cultures. Are these books available for our prison libraries?
- Implementation info from people who've used it successfully.
- Practical application of a specific section at each respective table/group.
- A bibliography, a list of locations to pick up things like Ben Carson's book and video "Gifted Hands" (resources). Further Visions training.
- 11x11 size does not fit on desks in my room. Could pull out many things. Visions looks really good - we would have to start a group based on it. Our population moves through very quick or goes to another institution.
- 1) hands-on materials to enhance the programs; 2) supplementary materials. This opened some new ideas and areas for me to share with staff.

Vision Workshop
Marriott Hotel-Brookfield, WI
December 5, 1997

Evaluation Form

How would you rate the following?	Excellent	Good	Fair	Poor
1. Workshop content.....	4	3	2	1
2. Materials provided.....	4	3	2	1
3. Presentation method.....	4	3	2	1
4. Program variety and balance.....	4	3	2	1
5. How relevant or useful was the training to your work-did it meet your needs?.....	4	3	2	1
6. Do you feel the ideas and concepts can be integrated into your work?.....	4	3	2	1

7. Comments:

8. The thing I liked best about the workshop:

9. I would like additional information on:

10. Suggestions for future workshops and/or workshops to help clarify and use curriculum materials:

Appendix B

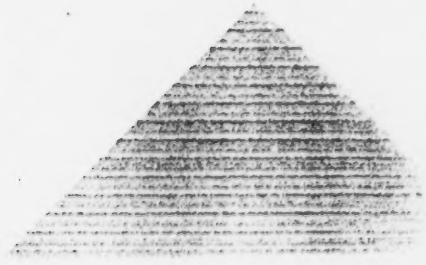
Wisconsin Technical College System
Evaluation Model
for
Equity/Diversity

Wisconsin Technical College System

EVALUATION MODEL

FOR

EQUITY AND DIVERSITY



Project Objective Overview

One of the project objectives was to develop a self-evaluation instrument for technical college districts to use in evaluating equity and diversity within their programs. A draft instrument was compiled by the UW-Stout Project Director. This was accomplished through a search of equity and diversity evaluation instruments used by other states and organizations, determination of evaluation categories to be used and a synthesis of questions under each of the categories. This draft instrument was reviewed by a team of administrators and equity experts from five technical colleges.

The second revision was reviewed by a team of technical college staff including equity, affirmative action, special populations, curriculum, and evaluation personnel. The third draft copy was then reviewed by the same team members with the final copy given to a subcommittee of the WTCS Evaluation Committee and to Deborah Mahaffey, Director, WTCSB, for their suggestions. The final changes (which appears to be the restating of three questions) will be made by the WTCSB Evaluation Consultant. This document will then be presented to the Wisconsin Technical College State Evaluation Committee for their approval for use in the technical college system.

Committee members were:

Frances Johnson, WTCSB Educational Equity Consultant
Sherman Ansell, WTCSB Evaluation Consultant
Barbara Dougherty, Center on Education and Work, UW-Madison
Judy Ristow, Chippewa Valley Technical College
Jean Kapinsky, Northcentral Technical College
Jason Matthews, Milwaukee Area Technical College
Mike Gagner, Blackhawk Technical College
Dean Tabor, Chippewa Valley Technical College
Jeanne Peterson, Chippewa Valley Technical College
Richard Harris, MATC-Madison
Wanda Sloan, Blackhawk Technical College
Simon Tai, Waukesha County Technical College
Glenna Ewing, Moraine Park Technical College

For additional information, contact Lorayne Baldus, CVTAE, baldusl@uwstout.edu or telephone 715.232.1395.

Final Draft *Final Draft* *Final Draft*

Wisconsin Technical College System

IN-DEPTH EVALUATION MODEL

for

EQUITY & DIVERSITY

Guidelines & Instrument for
self-study and on-site team

DEVELOPED BY
A JOINT COMMITTEE OF WTCS
EVALUATION COORDINATORS AND
EQUITY COORDINATORS

OCTOBER 1997

THIS DOCUMENT WAS PREPARED WITH FUNDING THROUGH THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY ACT
BY LORAYNE BALDUS AT THE UNIVERSITY OF WISCONSIN-STOUT.

Wisconsin
Technical College System

Edward Chin
State Director

Wisconsin Technical College System
In-depth Evaluation Model for Equity & Diversity

Table of Contents

Equity & Diversity Self Study Evaluation Report

Preface

Equity and Diversity Gender/Ethnic/Race/Disability Climate Evaluation

Suggested Documentation to be Available for Review Team

Definitions

EQUITY & DIVERSITY
SELF- STUDY EVALUATION REPORT

District _____ Campus(es) _____

Date(s) of review _____ Date of last review _____

Date report completed _____

*** * * REVIEW TEAM * * ***

Preface

Rationale

With the continual changes in community standards and statutory impacts there is an increased sensitivity to the issue of equity and the increased diversity in the communities served by the WTCS.

This document is designed to assist members of the college self-study committee and the external team conduct a searching appraisal of its total efforts toward education for a pluralistic society. It will help the staff and the community to look self-critically at their endeavors to provide this crucial phase of education and assess its effectiveness in educating people for this multicultural America.

For the institution to provide effective education for a pluralistic society, it first must make an explicit commitment to itself and to the community that this is one of its controlling purposes. While education for pluralism should permeate the entire institution, initiatives must be developed to give direction and thrust to the effort. The initiatives encompass staffing, the curriculum, student staff relationships, the extracurricular activities, teaching methods, personal interaction within the school, the extension of the school into the community - aspects of the college operation.

It is appropriate for a college to periodically examine the status of the commitment and the specific initiatives in place to determine this effectiveness and the need for changes and improvement. The purpose of this type of evaluation would be to identify areas which require additional resources.

The self-study and the external evaluation should be conducted with the Vision and Mission Statement of the college in mind. Modification can be made in the evaluation items to make it more consistent with the stated objective of the college. Those evaluating should ask: "How well do the practices of the institution relative to diversity education meet the needs of the college, the student and the community?" "How well do these practices conform to the philosophy and objective of the college?" and "Do the practices and procedures fulfill the commitments the college has made to gender/ethnic/multicultural/multiracial education?"

This document is designed to provide a global overview of policies, attitudes and decisions which ultimately impact on students. It is recommended that a self-study be completed for some portions of the evaluation and that a team of experts be assembled to review and complete other portions. The team of experts may include equity, diversity, affirmative action or special needs staff from other colleges, human resource personnel from community businesses and government as well as college personnel. An expert in focus group techniques is recommended for Part II of the evaluation. Resources that are recommended to be assembled are the college's mission statement, affirmative action plan and other equity and diversity policy statements. A summary of all specific initiatives under way that address equity and diversity should be assembled , such as, grants, staff development plans and program division and functional service area plans.

Instructions

This document presents an instrument for an in-depth evaluation of equity and diversity climate within the technical college system. The evaluation criteria re grouped into three broad components:

Part I, District Policies, Procedures and Practices:

- Administrative Policies
- Support Services
- Staff Development Opportunities Within the Past Three Years
- Publications/Brochures/Instructional Materials

Part II, College Climate:

- Student Focus Groups/Team Interviews
- Faculty/Staff Interviews
- Administrative Interviews
- Advisory committees

Part III, Inclusive Learning Environment/Classroom Climate:

- Curriculum
- Teaching/Learning Strategies
- Evaluation assessments
- Instructional Materials

The document presents a framework, but leaves room for district variation in organization, structure and scope of evaluation. The evaluation instrument, elements, and language can be tailored to be more relevant to a specific technical college. If for example, a technical college chooses to evaluate the Support Services section as a function of Student Services, that section could be removed from the instrument. Or, if a description does not adequately reflect the scope and type of services provided by the college, the description can be modified.

The evaluation is a "Yes/No" checklist with a space for comments. The space for comments after each item and at the end of each subsection may be used to provide additional information needed for a complete report or to describe, clarify, or amplify items in the checklists. Additional space has been provided after each subset to identify the documentation and rationale that support evaluation, describe discrepancies, and specify actions recommended for compliance or enhancement. The evaluation committee may want to use the checklist as a guide to prepare a statement of overall action, a "Self-Study Follow-Up Action Plan." This Plan would identify future directions recommended to achieve the college's mission, goals and objectives.

The following elements are critical to the effective implementation of an inclusive educational environment. Please use the checklist as a guide and self-assessment tool in planning, implementing, and continuously improving your equity/diversity efforts.

EQUITY AND DIVERSITY

Gender/Ethnic/Race/Disability Climate Evaluation

	Policy		Communication		Practice	
	Yes	No	Yes	No	Yes	No
I. District Policies, Procedures, and Practices						
A. Administrative Policies						
1. Policies and practices exist that: a. Discourage racially/ethnically biased behavior b. Discourage sexually biased behavior c. Discourage biased behavior toward persons with disabilities d. Foster positive interactions among the different ethnic groups e. Contain a well-developed, written set of goals for minority student programs and services that are consistent with the stated mission of the institution f. Contain a well-developed, written set of goals that promote the academic development of minority students g. Discourage harassment						
2. All students and staff receive copies of, and are informed of, anti-harassment policies.						
3. Community-based work and experience sites are informed about the college's nondiscrimination policies.						

	Yes	No	Comments
4. Does the college vision/mission/strategic plan stress recognition of cultural difference and the need to prepare students and staff for participation in a diverse workplace?			
5. Staff is/are assigned responsibility to determine if accurate and authentic racial, multicultural, disability, and nonsexist concepts are integrated into curriculum resource guides and programs.			
6. Staff is/are designated as responsible for minority recruitment and retention.			
7. Staff is/are designated as responsible for gender equity.			
8. Staff is/are designated as responsible for students with disabilities.			
9. These initiatives are sufficiently/appropriately staffed to accomplish the objectives.			
10. Does the designated staff (items 6,7,8) participate as a member of the strategic planning committee, or provide input to the plan?			
11. Does the designated staff (items 6,7,8) provide training equity and diversity issues for the groups developing the strategic plan?			
12. Program data by race/ethnicity, gender, and disabilities is annually disseminated to instructional staff regarding enrollment patterns including traditional/nontraditional program choices.			

	Yes	No	Comments
13. Program data by race/ethnicity, gender, and disabilities is annually disseminated to instructional service staff regarding student retention.			
14. Program data by race/ethnicity, gender, and disabilities is annually disseminated to instructional service staff regarding student educational achievement.			
15. Is the data being used to make changes to improve diverse student enrollment, retention, and educational achievement?			
16. Systems exist that monitor, self-assess, and adjust to assure equitable practices such as responding to student complaints, staff evaluation, student evaluation, program evaluation, and counselor practices in enrolling students in programs and courses.			
17. Announcements and notices are translated into non-English languages that exist within the community.			
18. Pictures, decorations, and displays portray male and female representing various races, cultures, and physical disabilities in both traditional and nontraditional roles.			
19. The diversity of people (race/ethnic, gender, and disability) in the college is reflected in: a. Administration b. Instructional staff c. Professional nonfaculty d. Paraprofessional e. Classified support staff f. Advisory committees g. Student government h. School events i. Organizations and clubs j. Athletic programs			

I. District Policies, Procedures, and Practices

A. Administrative Policies

Documents supporting evaluation

Comments

Actions needed

	Yes	No	Comment
B. Student Support Services			
1. Data is disseminated to Support Services Staff whether both males and females, diverse racial/cultural groups, all socioeconomic groups, and students with disabilities are enrolling and succeeding in equitable numbers.			
2. Data is being used to make changes to improve diverse student enrollment, retention, and educational achievement.			
3. Prospective students are presented with information on all program areas and are actively encouraged to explore options beyond initial choices, including nontraditional and high wage occupations.			
4. Guidance services are available in the typical languages of the majority students whom they serve.			
5. Students with disabilities, regardless of race or ethnic background, are encouraged to seek the highest levels of education and/or employment.			
6. Students are surveyed to determine their satisfaction with services provided.			

I. District Policies, Procedures, and Practices

B. Student Support Services

Documents supporting evaluation

Comments

Actions needed

	Faculty		Support Services		Administration		Student Services		Other	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
C. Staff Development Opportunities In The Past Three Years										
1. Gender/racial/ethnic, and disability professional development opportunities are provided through: a. Institution wide in-service education b. Support to attend professional development activities										
2. A variety of experiences are offered by the college to learn about non-biased strategies: a. Group processing b. Conflict management c. Cross-cultural communications d. Teaching/learning styles e. Compliance with ADA in the classroom f. Incorporating ethnic content into curriculum										
3. A variety of experiences are provided to: a. Explore values, attitudes, and feelings about own and others' ethnicity b. Assess one's own possible prejudices and behaviors c. Make desired behavioral changes.										
4. Opportunities are provided to learn about and use language that is free from bias, racial, ethnic, and sexual slurs.										
5. Opportunities are provided to learn about and use inclusionary terms in all written and oral communication.										

I. District Policies, Procedures, and Practices

C. Staff Development Opportunities In The Past Three Years

Documents supporting evaluation

Comments

Actions needed

	Yes	No	Comments
D. Publications/Brochures/Instructional Materials			
1. School publications promote positive multicultural/multiracial environment.			
2. Biased materials include an attached statement: a. Identifying bias when replacement is not possible b. Including suggestions for minimizing the impact of the biased materials			
3. Course titles are devoid of language implying that they are more appropriate for one sex, racial/cultural group, or disability.			
4. Course and program descriptions are written in sex-fair and culturally sensitive language.			
5. Brochures and publications are free of stereotyping on the basis of gender, race, national origin, or disability.			
6. Handbooks, catalogues and orientation materials include: a. Nondiscrimination policy b. Information on civil rights grievance procedure.			

I. District Policies, Procedures, and Practices

D. Publications/Brochures/Instructional Materials

Documents supporting evaluation

Comments

Actions needed

	Yes	No	Comments
II. College Climate: Focus Groups/Team Interviews			
A. Students			
1. A group of at least 10 current students, including students with disabilities, students who are members of minority groups, and students enrolled in nontraditional programs for their gender, are interviewed for at least 30 minutes regarding their impressions of the college climate. 2. A group of at least 10 students who have graduated, including students with disabilities, students who are members of minority groups, and students enrolled in nontraditional programs for their gender, are interviewed regarding their impressions of the college climate. 3. A group of at least 10 students who are noncompleters, including students with disabilities, students who are members of minority groups, and students enrolled in nontraditional programs for their gender, are interviewed regarding their impressions of the college climate.			
B. Faculty/Staff			
2. A group of at least 10 faculty/staff are interviewed for 30 minutes regarding their impressions of the college climate.			
C. Administrators/Policy Makers			
3. A group of at least 5 administrators are interviewed regarding their perceptions of the progress that is being made and the barriers to accomplishing goals.			
D. Advisory Committees			
4. The Advisory Board/Board of Directors are interviewed regarding their perceptions of the progress that is being made and the barriers to accomplishing goals.			

II. College Climate: Focus Groups/Team Interviews

Documents supporting evaluation

Comments

Actions needed

	Yes	No	Comments
III. Inclusive Learning Environment/Classroom Climate			
A. Evidence exists that each student is exposed to inclusive and unbiased curriculum content.			
(Examples of unbiased curriculum areas include materials that: * Contain factual, nonstereotypic information on the diverse roles and contributions of minority groups, disabled men and women. * Avoid implying that certain lifestyles, activities, or occupations are more appropriate for one sex, a particular cultural group, or disability. * Prepare students to successfully interact with members of the other sex, diverse, racial/cultural groups, age groups and the disabled. * Provide basic understanding of civil right laws. * Prepare students for effective participation in multicultural, gender-fair society.)			

Documents supporting evaluation

Comments

Actions needed

	Yes	No	Comments
B. Evidence exists that staff members utilize inclusive teaching/learning strategies.			
(Examples of inclusive strategies are: * Communicate that all students are capable of succeeding, regardless of racial or ethnic group, gender, and disabilities. * Communicate expectations for high academic standards without respect for the students' race, gender, ethnicity, or physical disabilities. * Capitalize on opportunities to counteract prejudicial and stereotypic thinking. * Utilize diverse role models in class, field trips, and assemblies. * Include a variety of approaches to classroom activities to accommodate the learning and interaction styles of all students.)			

Documents supporting evaluation

Comments

Actions needed

	Yes	No	Comments
C. Evidence exists that student evaluation/assessment activities are designed to be equitable.			
(For example, equitable evaluation/assessment activities include the following: * Minimal cultural, disability, and sex bias. * Equal access for students to the knowledge they need to complete an assessment. * Provide adequate time frames for students with learning disabilities and language barriers. * Legitimate standards for class work which includes special efforts to see that all students, despite any initial learning deficiencies, can reach those standards. * Praise for intellectual quality of work from a set of criteria announced to all students. * A variety of authentic assessments to evaluate student academic performance.)			

Documents supporting evaluation

Comments

Actions needed

	Yes	No	Comments
D. Evidence exists that instructional materials and content in all curriculum areas are free of stereotypes and bias.			
(For example, unbiased materials: * Are representative of the roles open to women and men in today's society. * Include all racial/ethnic groups. * Have been evaluated for accuracy and authenticity as far as multicultural/ multiracial/ethnic concepts are concerned. * Represent disabled and older persons. * Avoid reinforcing stereotypes. * Are free of ethnocentric, sexist, elitist language patterns. * Contain occupational titles that are gender-neutral.)			

Documents supporting evaluation

Comments

Actions needed

SUGGESTED DOCUMENTATION TO BE AVAILABLE FOR REVIEW TEAM

Documents which contain:
a. District mission and philosophy statement
c. Strategic plan and/or
d. Operational plan

Curriculum material for each course

Course documentation/syllabus/outlines given to students

Texts

Faculty profile

Program brochure (samples)

Catalog

Policy statements/information on transfer of credits, CLEP tests, advanced standing

Student handbook

Faculty evaluation process

Course/student evaluation process

Agendas of faculty in-service sessions

Organizational chart (district and division)

Most current Graduate Follow-up Study report

Enrollment data for prior three years (gender, ethnic and disability breakdowns)

List of resource materials. If extensive, provide samples.
a. number of books, audiovisuals, periodicals, data processing software
b. list of periodicals
c. list of related software

Minutes of advisory committee meetings (samples)

Definition of Terms

Ageism: Discriminatory beliefs and behaviors directed against people because of their age. (Nieto, 1992)

Bias: Any attitude, belief, or feeling that results in, and helps to justify, unfair treatment of an individual because of his or her identity. (Derman-Sparks, 1989)

Bias, Six Forms of: Curricular bias in materials and structure include

- Invisibility: Under-representation of certain groups, which can imply that these groups are of less value, importance, and significance.
- Stereotyping: Assigning only traditional or rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity and complexity of, and variations among, any group of individuals.
- Imbalance/Selectivity: Presenting only one interpretation of an issue, situation, or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials.
- Unreality: Presenting an unrealistic portrayal of this country's history and contemporary life experience.
- Fragmentation/Isolation: Separating issues relating to people of color and women (or other protected groups) from the main body of text.
- Linguistic Bias: Excluding the roles and importance of females by constant use of the generic "he" and sex biased words. Linguistic bias includes issues of ethnicity, culture and language proficiency as well. (Bethke, 1985)

Classism: Any attitude, action, or institutional practice that subordinates people because of their economic status. Discriminatory beliefs and behaviors based on differences in social class, generally directed against those from poor and/or working-class backgrounds. (Nieto, 1992)

Culture: The collective behavior patterns, communication styles, language, beliefs, concepts, values, institutions, standards, symbols, and other factors unique to a community that are socially transmitted to individuals and to which individuals are expected to conform. (PEO) "Culture consists of all the people, objects, and events that impart meaning in our lives. It is not only our past history and traditions observed in our families, but also the detail of our present everyday lives. Cultures change from generation to generation, from locale to locale. Still there is a thread of connection that allows us to derive at least part of our identity from that belonging." (Leslie R. Williams as quoted in Minnesota)

Discrimination: Any action, policy, or practice, including bias, stereotyping, and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles, or rewards based, in whole or in part on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, or which perpetuates the effects of past discrimination. (PI 9.02)

Diversity: Differences among people or peoples reflected in a variety of forms, including but not limited to race, culture, perspective, talent, interest, ability, gender, sexual orientation, age, religion, language and socioeconomic status. (PEO)

Ethnic: Of or relating to people grouped according to a common racial, national, tribal, religions, linguistic or cultural origin. People who share a sense of group identity because of these factors. (PEO)

Ethnicity: A sense of togetherness shared by members of a group linked through cultural tradition, ancestry, national origin, history, or religion (PEO)

Equality: Sameness of status or competency (everybody gets the same)

Equity: Fairness and justice or impartiality (getting what you need)

Educational Equity: Beyond equal educational opportunity (which means providing the same resources, opportunity, and treatment for each student), educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic and focus on the core of the teaching and learning process (curriculum instruction and school environment/culture).

Gender: Refers to a means of classification based on female or male designations including the feeling, thoughts, and behaviors that are identified as either female or male; the culturally determined behavior of males and females. (New Jersey, 1993)

Harassment: Behavior toward students based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile, or offensive school environment. (PI 9.02)

Inclusive Education: An inclusive educational program should provide both access and success for all students. It employs curriculum that is developed and delivered so that students and staff gain an understanding and appreciation all the groups present in the local, national, and global communities. It offers students and staff learning and teaching opportunities that reflect the wide range of contributions by and roles open to people similar and different from themselves. Information that is accurate and free of stereotypes and bias is infused in all aspects of the curriculum, which is taught from the perspectives of all groups. This fosters respect and appreciation for the diversity present in our pluralistic society. (Minnesota, 1990)

Nontraditonal Careers/ Occupations: A career that is not typically chosen by the opposite sex and is composed of less than 25% of the opposite sex.

Multicultural: Combination of several distinct cultures. Multicultural education is a process to ensure that male and female students, and students who are members of diverse racial, ethnic, and cultural groups will have an equal chance to achieve academically. It accepts and affirms pluralism (ethnic, racial, linguistic, religious, economic, gender, sexual orientation, etc.) that students, their teachers and communities represent. (Nieto, 1992)

Multiracial: Composed of, involving or representing various races. The current categories are based upon the federal government reporting standards and may be changed within the near future.

Prejudice: An attitude, opinion, or feeling formed without adequate prior knowledge, thought or reason. Prejudice can be prejudgement for or against any person, group, sex, or object. Any group can judge or be prejudiced toward another group. (Derman-Sparks, 1989)

Racism: Racial prejudice with institutional power that is used to the advantage of one race and the disadvantage of others. The critical difference between racism and prejudice is the institutional power of racism to enforce prejudices in a systematic and far-reaching way.

Racial/Ethnic: Afro-Americans, Asian-Americans, Native Americans and Latinos are considered by the dominant group to be distinct from whites. Any of these groups, such as Latinos, may not perceive themselves to be racially/ethnically distinct.

Sexism: Sex prejudice with institutional power used to the advantage of one sex and the disadvantage of the other. Sexism is any attitude, action, or practice - backed by institutional power - that subordinates people because of their sex.

Stereotype: An oversimplified generalization about a particular group, race or sex, which usually carries derogatory implication. (Derman-Sparks, 1989)

Source:

"Useful Definitions for Exploring Educational Equity"
Barbara A. Bitters, Equity Team
Wisconsin Department of Public Instruction
Fall, 1994

Compiled by Lorayne Baldus, CVTAE, UW-Stout, 1997

Bethke, Eunice, A Guide to Curriculum Planning. Wisconsin Department of Public Instruction, Madison, WI., 1985.

Derman-Sparks, Louise, Anti-Bias Curriculum: Tools for Empowering Young Children, Washington, D.C. 1989.

Minnesota Department of Education. Multicultural and Gender Fair Curriculum: Planning for Inclusive Education in Minnesota, St. Paul, MN, 1990.

New Jersey Department of Education, Guidelines for Education that is Multicultural: G.E.M. October, 1993.

Nieto, Sonia, Affirming Diversity: The Sociopolitical Context of Multicultural Education, Longman, 1992.

PEO (Programs for Educational Opportunity), 1005 School of Education, University of Michigan, Ann Arbor, MI 48109-1259, 313-763-9910, Dr. Percy Bates, Director. PEO is a Title IV of the Civil Rights Act DesegregationAssistance Center which has many publications related to equity.

PI 9 - Refers to Wisconsin Administrative Code on Pupil Nondiscrimination.

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational and Applied Technology Education Act, Adult Education Act, Job Training Partnership Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707; telephone (608) 266-1844 or Telecommunications Device for the Deaf (TDD/TTY) (608) 267-2483.

Appendix C

Wisconsin Technical College System
"Creating an Inclusive Educational Environment"
Curriculum

Creating an Inclusive College Environment
Course Outcome Summary

Course Information

Title Creating an Inclusive College Environment

Alternate Title Educational Diversity, Course #69

Course number 69

Credits 2

Organization WTCS - Wisconsin Technical College System

Developers WTCSB

Revised by Baldus and Dougherty

Revised Date 5/10/98

Instructional Level Graduate

Instructional Area Educational Services

Division General Education

Types of Instruction

Instructional Type	Contact Hours	Outside Hours	Credits
A. Classroom			2
B. Laboratory\Clinic			
C. Individualized\Independent Study			
D. Simulated\Guided Work Experience			
E. On-the-job Experience			
F. Other _____			
Totals	**0**	---	2

Target Population Technical College Instructors with modified student curriculum

Goals

1. Develop interactive strategies to promote optimal productivity within the college and area businesses and industries.
2. Respond to diverse populations of the local college, community and global workforce providing opportunities to explore all career options with programs and services accessible to all.
3. Investigate ethical and legal implications and traditional college environments to create, benchmark and monitor an equitable institutional environment for students and staff.
4. Promote behavioral change through self-evaluation of bias within the college environment, ensuring that students' educational experiences are free from stereotyping, biased attutudes and discrimination.

Description

Faculty will be asked to explore new areas of knowledge in - and be willing to address their own assumptions in - race, employment status, ethnicity, gender, age, religion, sexual orientation and disabilities. It is designed to provide for learning through analysis of data, review of materials and personal reflection utilizing action research, peer coaching, discussion and observation and analyzing of personal values and interaction styles.

Textbooks

Anderson, James A. Ph. D. Handbook for the Assessment of Diversity. 1993. North Carolina State University, 1993.
This textbook is not required. Source: Box 7105, B26 Nelson Hall, Raleigh,. Cost: $30.00. Contains overhead masters, worksheets, case studies and surveys.

Anderson, James A. Ph.D. Merging Effective Models of Diversity with Teaching and Learning in the Curriculum. 1995. North Carolina State University,, 1995.
This textbook is not required. Source: Box 7105, B26 Nelson Hall, Raleigh,. Cost: $30. Includes teaching for retention, strategies, experiential outcomes for students, faculty development and evaluation

Baldus, et al. Evaluation Model for Equity and Diversity. 1998. Wisconsin Technical College System Board,
This textbook is required. Source: WTCSB, Madison, WI. Cost: None. In-depth evaluation model for equity and diversity; guidelines and instrument for self-study and on-site team. Developed by a joint committee of WTCS Evaluation Coordinators and Equity Consultants.

Dresser, Norine. Multicultural Manners: New Rules of Etiquette for a Changing Society. 1996. John Wiley & Sons, NY,
This textbook is not required. Source: Equity Resource Center, CEW, UW-Madison. Cost: $15.95. Helps you understand the correct behavior to use in a wide range of cross-cultural situations. Rules and traditions are explained. ISBN #: 047111819.

Gender Equity Implementation Project. The Diverse Workplace. 1996. Minneapolis Community and Technical College,
This textbook is not required. Source: Equity Resource Center, CEW, UW-Madison. Cost: NA. Includes chapters on values, differences across gender, effective communication, exploring differences, and workplace violence. A copy is available at CEW

Hendon and Dougherty. Educating for Equity in the Workplace; Changing Roles of Men and Women. Fourth. Center on Education and Work, UW-Madison, 1977.
This textbook is required. Source: CEW, School of Education, UW-Madison. Cost: $45. Curriculum Guide with resource materials, case studies, activities, worksheets and surveys. Each technical college will have one in their equity resource center.

Sandler and Hoffman. Teaching Faculty Members to be Better Teachers. Association of American Colleges,
This textbook is not required. Source: CVTAE, SHC Bldg., UW-Stout, Menomonie. Cost: NA. A guide to conducting a workshop on equity issues. Older model but good. Includes use of a Sadker video on classroom disparities.

Sandler, Silverberg,and Hall. The Chilly Classroom Climate, A guide to Improve the Education of Women. First. National Association for Women in Education, 1996.
This textbook is required. Source: NAWE. Cost: $20. Excellent source of materials on classroom environment for women.

Sadker, David and Myra. Failing at Fairness - How America's Schools Cheat Girls. 1994. National Women's History Project, Windsor, CA,
This textbook is not required. Source: Equity Resource Center, CEW, UW-Madison. Cost: $22. Gives concrete examples of persistent bias against girls within the educational system, including invisibility in the curriculum.

Vace, DeVaney and Wittmer. Experiencing and Counseling Multicultural and Diverse Populations:Third Edition. 1995. Accelerated Development,
This textbook is not required. Source: 1900 Frost Rd. Suite 101, Bristol, PA. Cost: $34.95. Presents an overview of thirteen populations and helps professionals improve their effectiveness through learning about values and attitudes toward different populations. This is available from CEW, School of Ed. UW-Madison. ISBN #: 1560323817.

Supplies

Filtering People: A view of our Prejudices (Video) Source: Equity Resource Center, CEW, UW-Madison.
Description: A diversity tool to get beyond rigid, prejudicial ways of thinking. Relies on simple line drawings to dramatize, how, in a quest to reassure ourselves, we categorize and limit entire groups of people.

Managing Diversity: Communication (Video) Source: Equity Resource Center, CEW, UW-Madison.
Description: Includes the basics of inclusive communication, a skill that involves approaching, listening, accepting, valuing, and cooperating. 28 minutes

Not In Our Town (Video) Source: Equity Resource Center, CEW, UW-Madison.
Description: A story of people who took a stand against a series of hate crimes. 27 minutes with a 15 page viewing guide.

Racial and Sexual Stereotyping (Video) Source: Equity Resource Center, CEW, UW-Madison.
Description: Donohue program on stereotypes in high school. 28 minutes

School Colors (Video) Source: Equity Resource Center, CEW, UW-Madison
Description: The basic questions of our multiracial society loom large in this high school microcosm, affording viewers a chance to slip out of their own skins. 143 minutes

Sexual Harrassment: Building Awareness on Campus (Video) Source: Equity Resource Center, CEW, UW-Madison.
Description: Educates both men and women with specific reference to campus relations. 30 minutes

Skin Deep: College Students Confronting Racism (Video) Source: Equity Resource Center, CEW, UW-Madison.
Description: College students' struggle with their country's racial legacy. Highly recommended. 53 minutes

The Color of Fear (Video) Source: Equity Resource Center, CEW, UW-Madison.
Description: Documents a three day retreat in which adult men attempt to understand how racism has affected their lives. 90 minutes

Core Abilities and Indicators

o **Recognize the differences (gender, age, ability, race, ethnicity, socio-economic status, religion, sexual orientation, etc.) within a diverse society in order to promote understanding for a cooperative work and social environment.**	• learner poses analytic questions to determine specific information needs. • learner selects possible information and evaluates it's appropriateness. • learner identifies behaviors that hinder cooperative work and social environments. • learner analyzes environmental climate through use of observation/recording instrument.
o **Recognize the influence of diverse cultural perspectives on human thought and behavior.**	• learner identifies behaviors that hinder cooperative work and social environments. • learner recognizes their responsibility to personal, social, professional educational, and natural environments and makes informed decisions based on that responsibility.
o **Communicate effectively through gender neutral language that reflects sensitivity to the diversity in our society.**	• learner uses written and spoken language that is free from bias.

o	**Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior.**	• learner recognizes responsibility to personal interactions and acts accordingly. • learner accepts responsibility for own actions.
o	**Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society.**	• learner accepts responsibility for his/her own actions.
o	**Develop a sense of personal, social, professional, and work ethics (MATC-Madison).**	• learner recognizes responsibility to personal, social, professional educational, and natural environments and makes informed decisions based on that responsibility.
o	**Recognize and communicate one's strategies for accomplishing objectives.**	• learner analyzes environmental climate through and use of an observation or recording instrument. • learner evaluates results of analysis. • learner identifies strategies to improve interactions with diverse cultures.
o	**Make appropriate career choices and set goals to achieve that end.**	• learner displays behavior consistent with the ethical standards within a discipline or profession.

Creating an Inclusive College Environment

Assessing Environment

Learning Plan 1

Organization	WTCS - Wisconsin Technical College System
Author	Baldus and Dougherty
Date	3/1/98
Overview	Assess the institutional environment to determine the diversity profile, analyze the services and resources available, analyze the legal implications involved, and evaluate strategic initiatives and policies impacting upon the college community.

Competency and Performance Standards

1. **Analyze the diversity profile of your college. (1)**	**Criteria – Performance will be satisfactory when analysis:** ☐ identifies accurately the diverse student, faculty, and staff populations present in your college ☐ compares the diversity profile of the college with the diversity profile of the surrounding community ☐ compares the college recruitment, enrollment, and retention of diverse populations in the various college programs ☐ compares academic achievement of diverse populations ☐ compares completion/graduation rates of diverse populations ☐ compares placement of diverse populations ☐ references actual client reporting data or other relevant data ☐ includes insights gained from examining data ☐ insights follow logically from data referenced.
	Conditions – Competence will be demonstrated: ☐ through a discussion of the insights gained from the survey results. ☐
	Linked Core Abilities: Recognize the differences (gender, age, ability, race, ethnicity, socio-economic status, religion, sexual orientation, etc.) within a diverse society in order to promote understanding for a cooperative work and social environment.

2. **Evaluate the effectiveness of your college's plans and policies that impact diverse populations. (9)**	**Criteria -- Performance will be satisfactory when evaluation:** ☐ examines at least two of the colleges plans and policies such as the Affirmative Action Plan, the Minority Populations Plan, Strategic Plans, Facilities Plans or other plans affecting diverse populations ☐ outlines criteria for judging effectiveness of plans and policies ☐ uses criteria to judge the effectiveness of plans and policies ☐ identifies areas of success ☐ identifies areas that need improvement ☐ offers specific recommendations for improvement.
	Conditions -- Conditions for assessment: ☐ a discussion of college documents will result in a written summary of the effectiveness of the college equity policies with recommendations to improve the climate for a diverse population.
	Linked Core Abilities: Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior. Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society.
3. **Analyze the strategies used to ensure students have the opportunity to explore and consider career options without regard for race, culture, ethnicity, or disability.**	**Criteria -- Performance will be satisfactory when strategies:** ☐ are designed to actively encourage students to explore career options beyond initial choices including nontraditional and salary information ☐ are designed to provide guidance services in the language of the students whom they serve ☐ are designed to encourage all students regardless of race, culture, gender, ethnicity, or disability to seek optimal levels of education and/ or employment ☐ Enrollment data is analyzed in "gatekeeper" courses for disproportionate ratio of race, gender, disability, ehnicity, and nonstandard or limited English.
	Conditions -- Conditions for assessment: ☐ the analysis of environment data will be conducted in the following areas: counseling, advising, career orientation classes, basic skills courses, career development, special education categories and pre-tech courses.
	Linked Core Abilities: Recognize the influence of diverse cultural perspectives on human thought and behavior.

4. **Access formal and informal support services for diverse populations. (10)**	**Criteria -- Performance will be satisfactory when participant:** ☐ identifies support services (for students, faculty, and staff) that help meet the needs of diverse populations ☐ creates a chart or directory identifying a broad range of support services available within the college or community to help meet the needs of diverse populations ☐ correctly matches appropriate support services to examples or case studies depicting specific needs of diverse populations.
	Conditions -- Conditions for assessment:
	Linked Core Abilities: Make appropriate career choices and set goals to achieve that end.
5. **Analyze the legal implications of your behavior relative to a diverse student population. (8)**	**Criteria -- Performance will be satisfactory when:** ☐ analysis identifies laws relevant to diverse populations that apply to participant's professional role ☐ analysis recognizes behaviors and/or interventions that are consistent with the law ☐ analysis identifies behavior and/or interventions that may be consistent with the law ☐ analysis considers consequences of behavior and/or interventions that my be inconsistent with the law ☐ analysis outlines adjustments that will bring behavior and/or interventions into alignment with the law.
	Conditions -- Conditions for assessment:
	Linked Core Abilities: Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior.

Learning Objectives

a. Identify diverse population of technical college.
b. Compare the college population, student and faculty, to the community population.
c. Identify factors that impact upon college enrollment and retention of diverse populations.
d. Analyze factors that impact upon college enrollment and retention of diverse populations.
e. Analyze factors that impact student retention and placement.
f. Develop recommendations for an action plan to address student and staff recruitment, placement, and opportunities for advancement.
g. Collect data documenting successful career exploration strategies.
h. Survey students to determine encouragement or lack of encouragement to seek optimal levels of education and/or employment.

i. Analyze data for under-representation of race, gender, disability, ethnicity, and nonstandard or limited English in specific areas.

j. Summarize data to assess the impact of biased attitudes, sex role stereotyping and discrimination on students' career development and occupational choices.

k. Make recommendations to eliminate bias and stereotyping in career activities.

Learning Activities

_____1. Conduct survey of equity/diversity climate within institution through an equity instrument and/or interviews.

_____2. Conduct survey, Equity in the Workplace, Unit IV, p 56

_____3. Review current articles that relate to an inclusive educational climate, career choices and factors that influence decisions.

_____4. Analyze survey to document successful career exploration strategies.

_____5. Analyze survey to document language services provided.

_____6. Analyze the equity survey to determine the equity/diversity climate and the variables impacting education and career choices.

_____7. Compare the student/staff diversity profile to the college and surrounding community.

_____8. Discuss the effect of environment and expectations on student learning, retention and placement.

_____9. Analyze data for under-representation of race, gender, disability, ethnicity, and nonstandard or limited English in specific areas.

_____10. Explore methods to improve the college climate for student/staff recruitment, retention, placement and opportunities for advancement.

_____11. Create a chart or directory identifying a broad range of support services available within the community to help meet the needs of diverse populations.

_____12. Match appropriate support services to examples or case studies depicting specific needs of diverse populations.

_____13. Define discrimination within the college setting

_____14. Write recommendations to improve the college climate to make it more inclusive.

_____15. Draw conclusions regarding current college environment

Performance Assessment Activities

_____1. Write an analysis of the results of the Diversity Survey indicating: college diversity ratio to staff and community student services available, academic achievement, retention, and placement,and the insights gained from the analysis.

_____2. Evaluate educational environment for examples of discrimination or harrassment to develop specific plans to create and environment free of stereotypes, prejudice and bias.

_____3. Make recommendations to change the college climate based upon the results of the analysis.

Analyze diversity profile
Performance Assessment Task

Course Title	Creating an Inclusive College Environment
Author	Baldus and Dougherty
Development Date	5/5/98
Competency	1. Analyze the diversity profile of your college. (1)
Linked Core Abilities	Recognize the differences (gender, age, ability, race, ethnicity, socio-economic status, religion, sexual orientation, etc.) within a diverse society in order to promote understanding for a cooperative work and social environment.
Strategy	Project
Location	Outside Assignment
Evaluator(s)	Instructor Peer Self

Directions to Learner

You will write an analysis of the results of the" Diversity Survey" indicating: college diversity ratio to staff and community, student services available, academic achievement, retention and placement, and the insights gained from the analysis.
You will conduct a survey of equity/diversity climate within the institution through the use of an equity instrument and/or interviews. This will be accomplished through the following activities:

1. Review articles relating to an inclusive climate.

2. Review Federal laws relating to an inclusive climate.

3. Divide into groups of 2-3 individuals and choose survey areas, Parts I and II of the "WTCSB Evaluation Model for Equity and Diversity" and "Educating for Equity in the Workplace," Unit IV - 56.

4. Self-select areas that you will survey, making sure there are no duplications of effort.

5. Conduct survey.

6. Relate findings to Federal laws.

7. Develop diversity profiles for presentation to large group.

8. Draw conclusions through group discussion.

Impact of college plans on diverse populations
Performance Assessment Task

Course Title	Creating an Inclusive College Environment
Author	Baldus and Dougherty
Development Date	5/5/98
Competency	2. Evaluate the effectiveness of your college's plans and policies that impact diverse populations. (9)
Linked Core Abilities	Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior. Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society.
Strategy	Project
Location	Outside Assignment
Evaluator(s)	Instructor Peer Self

Directions to Learner

You will evaluate the effectiveness of your college's plans that impact diverse populations including formal and informal support services for diverse population. This will be done through an analysis of data from the profiles developed to form conclusions presented to the large group. This will include the following activities:

1. Review current articles.

2. Define discrimination within the college setting as it relates to age, race, culture, sexual orientation, gender, disability, and class. (Reference, "Educating for Equity in the Workplace," Units II and IV.)

3. Create a chart, or directory, identifying a broad range of support services available within the college or community to help meet the needs of diverse population.

4. Analyze formal and informal support services for diverse populations.

5. Match appropriate support services to examples, or case studies, depicting specific needs of diverse populations.

6. Develop analysis and conclusions for presentation to the large group.

7. Develop specific written recommendations for improvement.

Career Exploration
Performance Assessment Task

Course Title	Creating an Inclusive College Environment
Author	Baldus and Dougherty
Development Date	5/5/98
Competency	3. Analyze the strategies used to ensure students have the opportunity to explore and consider career options without regard for race, culture, ethnicity, or disability.
Linked Core Abilities	Recognize the influence of diverse cultural perspectives on human thought and behavior.
Strategy	Project
Location	Classroom
Evaluator(s)	Instructor Peer Self

Directions to Learner

As a result of your survey analysis, discussions, review of articles and data, you will make recommendations to eliminate bias and stereotyping in the policies and procedures related to career information. This will be accomplished through the following activities:

1. Review "Educating for Equity in the Workplace," Unit II and Unit IV.

2. Review data from Support Services profile in the Equity Evaluation Survey to determine the extent of guidance and counseling services offered (e.g., explore and consider career option without regard for race, culture, gender, ethnicity, or disability.)

3. Analyze enrollment data in the following areas; counseling, advising, career orientation classes, basic skills courses, career development, special education categories, and pre-tech courses for diproportionality of race, gender, disability, ethnicity, and nonstandard or limited English.

4. Summarize the data to assess the impact of biased attitudes, sex role stereotyping and discrimination on students' career development and occupational choices.

5. Make recommendations to eliminate bias and stereotyping policies and procedures related to career information.

Scenario/Prompt

Directions

Stereotyping and Discrimination
Performance Assessment Task

Course Title	Creating an Inclusive College Environment
Author	Baldus and Dougherty
Development Date	5/10/98
Competency	5. Analyze the legal implications of your behavior relative to a diverse student population. (8)
Linked Core Abilities	Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior.
Strategy	Simulation
Location	Classroom
Evaluator(s)	Instructor Peer Self
Directions to Learner	Harrassment: Legal Implications You will evaluate the educational environment for examples of harrassment with legal implications for the school. "Equity In the Workplace," Unit III, 22-52 and Units IV and V: Read articles and complete selected instruments, activities and questionnaires. View videos, "Dangerous Proposition" and "Sexual Harrassment, Building Awareness on Campus." Discuss implications of video and relate to your college campus.
Scenario/Prompt	Use the insights gained from the readings, videos, activities and discussions to assess the current climate regarding harrassment in your technical college. Write a short reaction paper.
Directions to Evaluator	

Creating an Inclusive College Environment

Stereotyping and Discrimination

Learning Plan 2

Organization WTCS - Wisconsin Technical College System

Author Baldus and Dougherty

Date 5/13/98

Overview Analyze equity issues as they relate to historical, cultural, personal biases and the impact upon attitudes, stereotyping and discrimination.

Competency and Performance Standards

6. Illustrate the historical and cultural conditions that lead to inequities. (3)	**Criteria -- Performance will be satisfactory when illustration:** ☐ traces the underlying cultural and historical conditions for at least one recognized inequity (i.e., social, employment, income, etc.) ☐ identifies important things that cause people to be confused, unsure, or in disagreement about the inequity ☐ describes implicit points of disagreement that cause conflict over the inequity ☐ describes two or more opposing opinions and the reasoning behind them ☐ identifies errors, or holes in the reasoning for each position.
	Conditions -- Conditions for assessment: ☐ a paper will be written on a specific topic illustrating the historical and cultural conditions leading to inequites regarding a contemporary situation.
	Linked Core Abilities: Recognize the differences (gender, age, ability, race, ethnicity, socio-economic status, religion, sexual orientation, etc.) within a diverse society in order to promote understanding for a cooperative work and social environment. Recognize the influence of diverse cultural perspectives on human thought and behavior.

7. **Differentiate among stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism, and other "ism's". (2)**	**Criteria – Performance will be satisfactory when:** ☐ participant differentiates among the defining characteristics of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism, and other "ism's" ☐ participant accurately classifies negative behavior towards diverse populations as represented in case studies ☐ participant defends classification ☐ participant describes insights gained about negative behavior toward diverse populations ☐ insights follow logically from classification.
	Conditions – Conditions for assessment:
	Linked Core Abilities: Develop a sense of personal, social, professional, and work ethics (MATC-Madison).
8. **Assess the impact of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism and other "ism's". (4)**	**Criteria – Performance will be satisfactory when:** ☐ assessment addresses one example of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism or other "ism" ☐ assessment addresses short-term consequences for all individuals involved ☐ assessment addresses long-term consequences for all individuals involved ☐ assessment presents recommendations for workable solution to this specific example ☐ assessment presents recommendations for avoiding future repetition of the specific example of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism or other "ism" ☐ recommendations show respect for all individuals.
	Conditions – Conditions for assessment:
	Linked Core Abilities: Develop a sense of personal, social, professional, and work ethics (MATC-Madison).
9. **Analyze how your view of diverse populations may help or inhibit the ability of members of diverse groups to learn effectively. (5)**	**Criteria – Performance will be satisfactory when self-assessment:** ☐ identifies at least five values of your cultural heritage ☐ identifies at least five ways cultural heritage has influenced the way you view diverse groups ☐ predicts how your view of diverse groups may help or inhibit the ability of members of diverse groups to learn effectively ☐ includes an action plan for improving areas of weakness and affirming areas of strength.
	Conditions – Conditions for assessment:
	Linked Core Abilities: Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society.

Learning Objectives

a. Explore interpersonal, teaching, and classroom behaviors that encourage or inhibit student learning and retention.
b. Analyze factors that constitute discriminatory behavior.
c. Identify common discriminatory behaviors in interpersonal interactions.
d. Analyze personal behaviors to determine areas of weakness and/or strengths constituting discrimination.
e. Develop a personal action plan to address perceived discriminatory behaviors.

Learning Activities

_____1. Read Equity in the Workplace, Unit II; Failing at Fairness; pp 161-196

_____2. Participate in a group discussion; What are the micro-inequity examples in oureducational surroundings? (Small every day interactions in which individuals are treated differently because of their gender, race, abilities or age.)

_____3. Read Equity in the Workplace, Unit IV, pp 53-54 and complete exercise p 55.

_____4. Discuss "confronting the ism's"

_____5. View video (Ex., "Tale of O and/or "Land of O's) to analyze factors of how "being different" affects student achievement and retention.

_____6. Pick a media monitoring tool from Equity in the Workplace, Unit II, pp. 24-34. Observe and share observations with peers

_____7. View video (eg. "Color of Fear, Not In Our Town, Skin Deep, or Still Killing Us Softly"

_____8. Share personal experiences of acceptance/rejection and relate to the biases and stereotypes present in present environment.

_____9. Brainstorm what gifts of different cultures mean for yourself

_____10. Discuss the effect of environment and expectations on student learning and retention.

_____11. View video, "School Colors"

_____12. Use a journal for self assessment of personal behavior to determine personal interactions

_____13. Analyze "How my findings will have an impact on me" and develop an action plan to improve areas of weakness and affirm areas of strength.

Performance Assessment Activities

_____1. Write a reflection on what was learned about the historical/ cultural conditions that lead to inequities with implications/ recommendations for the present status of the technical college student.

_____2. Write a position paper synthesizing the historical and cultural conditions leading to inequities with implications for the present status of the technical college student.

Creating an Inclusive College Environment

Communication Strategies

Learning Plan 3

Organization WTCS - Wisconsin Technical College System

Author Baldus and Dougherty

Date 5/13/98

Overview Evaluate appropriate communication styles and interpersonal behavior to eliminate bias and stereotyping. This will be accomplished through exploring various communication styles and learning to use correct verbal and written personal communication.

Competency and Performance Standards

10. Communicate effectively with members of diverse populations. (6)	**Criteria -- Performance will be satisfactory when participant:** ☐ analyzes personal communication style used in professional role ☐ determines impact that personal style may have on the diverse populations with whom learner works ☐ outlines adjustments for maximizing effectiveness of communication with and among all learners.
	Conditions -- Conditions for assessment: ☐ Learner will use communication forms free of bias.
	Linked Core Abilities: Communicate effectively through gender neutral language that reflects sensitivity to the diversity in our society.

11. Design strategies for resolving conflict in a multi-cultural setting. (7)	**Criteria – Performance will be satisfactory when participant designs strategies where:** ☐ a case study, or an example of conflict, in a multi-cultural setting is resolved ☐ two or more opposing points of view and the reasoning behind them are examined ☐ particular points of disagreement, or conflict, and points of agreement are clarified ☐ guidelines for appropriate intervention are presented ☐ one or more win-win options are suggested ☐ sensitivity is applied to the needs of all parties involved ☐ resolution is in alignment with applicable laws and college policies.
	Conditions – Conditions for assessment: ☐ an action plan will be developed to address identified personal forms of communication with and among all members of society.
	Linked Core Abilities: Communicate effectively through gender neutral language that reflects sensitivity to the diversity in our society. Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior. Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society. Develop a sense of personal, social, professional, and work ethics (MATC-Madison).

Learning Objectives

a. Evaluate, through observation and journaling, personal behaviors that encourage or discourage effective communication.

b. Evaluate communication styles and usage for bias and stereotyping.

c. Analyze college catalogs, public relations materials, and displays for bias and stereotyping.

Learning Activities

_____1. View video depicting male/female communication styles, "Invisible Rules, Men Women and Teams"/ "The Power Dead-Even Rule"/"Managing Diversity; Communication." Compare points made in video to previous discussions.

_____2. Discuss the use of questioning techniques in relation to learning styles, class size and composition, culture, perceived abilities, and expectations.

_____3. Complete communication assessment device.

_____4. Evaluate personal communication styles for bias and

stereotyping through communication assessment devices.

Performance Assessment Activities

_____1. Critique interpersonal interactions and determine strategies to improve college climate.

_____2. Recommend improvements in educational environment to make the climate more inclusive.

_____3. Develop an action plan to improve personal bias-free communication forms.

Communicate Effectively
Performance Assessment Task

Course Title	Creating an Inclusive College Environment
Author	Baldus and Dougherty
Development Date	4/30/98
Competency	10. Communicate effectively with members of diverse populations. (6)
Linked Core Abilities	Communicate effectively through gender neutral language that reflects sensitivity to the diversity in our society.
Strategy	Written Product
Location	Classroom
Evaluator(s)	Instructor Peer Self
Directions to Learner	The strategy is to learn about and apply appropriate communication styles and interpersonal behaviors to eliminate bias and stereotyping. Read resources, "Multicultural Manners New Rules for Etiquette," "The Diverse Workplace; Communication Styles," and "Educating for Equity in the Workplace," Unit IV-11 to IV-32. View videos, "Power Dead Even Rule" and "Managing Diversity; Communication." Identify factors of effective communication with persons of diverse populations. Complete communication quiz, "Equity in the Workplace," Unit IV-20 and 26. Keep a journal of personal and observed communication interactions within the college environment that exhibit bias/stereotyping.
Scenario/Prompt	Based on the information acquired through readings, videos, quizzes and discussion, the student will keep a journal of communication interaction and reflect upon interpersonal communication styles.
Directions to Evaluator	

Resolving conflict through effective communication

Performance Assessment Task

Course Title	Creating an Inclusive College Environment
Author	Baldus and Dougherty
Development Date	5/5/98
Competency	11. Design strategies for resolving conflict in a multi-cultural setting. (7)
Linked Core Abilities	Communicate effectively through gender neutral language that reflects sensitivity to the diversity in our society. Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior. Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society. Develop a sense of personal, social, professional, and work ethics (MATC-Madison).
Strategy	Performance
Location	Classroom
Evaluator(s)	Instructor Peer Self
Directions to Learner	Through the creation of case studies, students will design strategies for effective communication to resolve conflict. The class will divide into small groups to develop case studies with large group discussion and sharing of conflict resolution. The class activities are as follows: 1. Self-divide into several small groups. 2. Using the information from your journals, create a communication related scenario for presentation to the large group. 3. Following presentations, the large group will develop effective strategies for resolving the conflict presented. The discussion and resulting resolutions will take into consideration college policies and applicable laws.
Scenario/Prompt	
Directions to Evaluator	

Creating an Inclusive College Environment

Teaching Effectiveness

Learning Plan 4

Organization	WTCS - Wisconsin Technical College System
Author	Baldus & Dougherty
Date	5/3/98
Overview	Assess the results of discrimination and harrassment on student achievement and retention to create a plan for a discrimination-free educational environment.

Competency and Performance Standards

12. Apply strategies that advocate meeting the needs of diverse learners. (11)	**Criteria -- Performance will be satisfactory when a plan-of-action:** ☐ advocates to meet a specific need of one or more diverse groups or for an individual learner ☐ is appropriate and doable for an individual in the participant's professional role ☐ defines desired goal or outcome ☐ identifies workable solutions that address the need ☐ recommends preferred action/solution. ☐ predicts the results of recommendation ☐ defends prediction.
	Conditions -- Conditions for assessment: ☐ plan-of-action, based upon examination of classroom interactions, is developed to ensure the educational success of diverse learners.
	Linked Core Abilities: Recognize and communicate one's strategies for accomplishing objectives.

13. Select strategies for infusing cultural diversity into your curriculum, instructional design, and delivery of instruction. (12)	**Criteria -- Performance will be satisfactory when a plan:** ☐ is created for infusing cultural diversity into curriculum, instructional design, and delivery of instruction ☐ presents criteria for including cultural diversity into curriculum. instructional design and delivery that are appropriate to the program or courses you teach ☐ assesses current program curriculum according to the criteria ☐ assesses current instructional design, syllabus, and instructional delivery according to the criteria ☐ identifies areas of strength and areas of weakness ☐ presents strategies for strengthening the emphasis on cultural diversity in curriculum, instructional design, and syllabus ☐ presents strategies for integrating cross-cultural examples into instruction ☐ calls for application, action, or decision-making that is appropriate to learner's role in the college learning environment.
	Conditions -- Conditions for assessment: ☐ the existing curriculum will be revised to incorporate strategies that enhance the learning for all students.
	Linked Core Abilities: Recognize the differences (gender, age, ability, race, ethnicity, socio-economic status, religion, sexual orientation, etc.) within a diverse society in order to promote understanding for a cooperative work and social environment. Recognize the influence of diverse cultural perspectives on human thought and behavior.

14. Develop guidelines for positive behaviors in classrooms and other group settings. (13)	**Criteria -- Performance will be satisfactory when guidelines:** ☐ reflect mutual respect among all members of the learning environment ☐ are sensitive to the needs of diverse learners ☐ are consistent with federal, state, and college guidelines and policies ☐ encourage active involvement and equal opportunity for participation in the learning process ☐ are appropriate to specific instructional area. ☐ guidelines are applicable and appropriate within the participant's professional role.
	Conditions -- Conditions for assessment: ☐ a set of guidelines is developed to ensure a climate of mutual respect and sensitivity.
	Linked Core Abilities: Communicate effectively through gender neutral language that reflects sensitivity to the diversity in our society. Function sensitively and effectively in society's multiplicity of cultures and apply effective techniques to resolve interpersonal conflict and change personal behavior. Recognize one's personal motivations for specific behaviors and interactions in today's multi-cultural, diverse society. Recognize and communicate one's strategies for accomplishing objectives.
15. Create a plan for a learning environment which addresses the affective, cognitive, and physical needs of a diverse group or learners. (14)	**Criteria -- Performance will be satisfactory when:** ☐ participant focuses plan on a specific learning environment or class ☐ plan includes strategies for establishing an environment of inclusiveness ☐ plan identifies potential physical, cognitive, and affective barriers ☐ plan suggests reasonable accommodations that will facilitate learning ☐ plan identifies support services and resources that can assist in minimizing the negative effects of barriers ☐ plan includes strategies for obtaining feedback from learners about barriers to learning.
	Conditions -- Conditions for assessment:
	Linked Core Abilities: Recognize the differences (gender, age, ability, race, ethnicity, socio-economic status, religion, sexual orientation, etc.) within a diverse society in order to promote understanding for a cooperative work and social environment.

16. **Devise learning/ teaching strategies which will accommodate a variety of learning styles/processing preferences. (15)**	**Criteria -- Performance will be satisfactory when:** ☐ participant analyzes personal learning style/processing preference ☐ strategies describe insights about how personal learning style may impact the effectiveness of learning for diverse students ☐ strategies include techniques for developing learning and assessment activities that incorporate diverse learning styles/processing preferences.
	Conditions -- Conditions for assessment:
	Linked Core Abilities: Recognize and communicate one's strategies for accomplishing objectives.

Learning Objectives

a. Evaluate, through observation and coding, personal behaviors that encourage or discourage student participation.

b. Examine the effect of teaching strategies (wait time, grouping, physical closeness, expectations, questioning) on student learning and participation.

c. Examine personal beliefs about equity and student achievement.

d. Reflect on personal beliefs and practices.

e. Analyze personal behaviors for acceptance/rejection.

f. Analyze classroom materials for bias and stereotyping.

g. Create an action plan to implement equitable practices within the college classroom.

h. Incorporate equitable practices within personal environment.

Learning Activities

_____1. Read. "The Chilly Classroom Climate, A Guide to Improving the Education of Women," (Pedagogy and the Classroom, pp. 37-47, How Can Greater Participation on the Part of the Silent Students be Encouraged? pp. 73 -86, and Communication Styles pp. 20-28).

_____2. View video, "Breaking the silence" and use the attached study guide to discuss classroom strategies and student involvement/learning.

_____3. Examine method of "coding" teacher/student responses, discuss discrepancies and determine procedure to be followed by all participants.

_____4. Evaluate, through observation and coding, personal behaviors that encourage or discourage student participation.

_____5. Discuss results of observations (wait-time, grouping, feedback, response opportunities) and compare results to the research reviewed.

_____6. Roleplay teaching situations using higher order questioning techniques.

_____7. Discuss the use of questioning techniques in relation to learning styles, class size and composition, culture, perceived abilities and expectations.

_____8. Examine the effect of teaching strategies (wait time, grouping, physical closeness, expectations, questioning) on student learning and participation.

_____9. Analyze different teaching strategies: (i.e., small group techniques, lectures, discussion groups, cooperative learning, laboratories, projects) in relation to student learning styles.

_____10. Examine present instructional procedures (subject matter, reason for teaching, resource materials, instructional objectives, teaching strategies, student expectations) and classroom climate relating to achievement of students with differing abilities, learning styles, backgrounds and cultures.

_____11. Analyze personal learning style/processing preference and relate it to impact upon teaching/student learning.

_____12. Analyze personally used educational classroom materials (resource books, pictures, role models, etc.) for bias and stereotyping.

Performance Assessment Activities

_____1. Evaluate educational classroom (resource books, pictures, role models, college bulletins, etc.) for bias and stereotyping.

_____2. Plan and execute observation schedule.

_____3. Identify, through coding and observation, interactions with student/faculty, faculty/staff and analyze impact on college environment.

_____4. Critique interpersonal interactions and determine strategies to improve college climate.

_____5. Develop objectives to address in personal interactions.

_____6. Submit developed action plan to incorporate specific teaching/learning/social strategies for improved personal/ classroom interactions designed to eliminate stereotypical, biased behavior that impacts on strudent learning, retention, and achievement.

Teaching Effectiveness
Performance Assessment Task

Course Title	Creating an Inclusive College Environment
Author	Baldus and Dougherty
Development Date	5/5/98
Competency	16. Devise learning/teaching strategies which will accommodate a variety of learning styles/processing preferences. (15)
Linked Core Abilities	Recognize and communicate one's strategies for accomplishing objectives.
Strategy	Project
Location	Classroom
Evaluator(s)	Instructor Peer Self

Directions to Learner

Students will understand the elements of an inclusive college classroom through reading, viewing videos, observation and discussions. Students will divide into three small groups to explore effective teaching/learning strategies for diverse students. The findings will be shared in a large group setting. Subsequent to this, each student will examine their own instructional procedures and classroom climate as a basis for a personal improvement plan.

Each student will select one individual project and one small group activity, ensuring that all individual and group choices are addressed.

Each student will develop a personal plan for classroom instruction/ curriculum improvement.

Suggested activities and resource materials:

Read, "The Chilly Classroom Climate, A guide to Improving the Education of Women," ("Pedagogy and the Classroom," pp.37-47; " How can Greater Participation on the Part of the Silent Students be Encouraged," pp. 73-86; and "Communication Styles," pp. 20-28).

Scenario/Prompt

The goals of these activities are to examine personal beliefs/interactions and create a teaching/learning plan free of bias and sterotyping. This will be accomplished through reading selected materials, completing self-check sheets, observation of classroom interactions, role-playing, discussions and development of a personal plan of action. Following an initial review of materials, students will select one of the small group projects and complete the individual projects as listed.

Small Group Choices; Select One.

Group One
1. Examine method of "coding/observation" for observing teacher/student personal behaviors that encourage or discourage student participation.

2. Plan and execute observation schedule.

3. Evaluate, through observation and journaling, personal interaction behaviors that encourage or discourage student/faculty, faculty/staff participation.

4. Analyze the impact on classroom/college environment.

5. Discuss results of observations (wait-time, grouping, feedback, response opportunities) and compare results to the research reviewed. Share with large group.

6. Critique interpersonal interactions and determine strategies to improve college climate.

Group Two
1. Role/play teaching situation using higher order questioning techniques.

2. Discuss the use of questioning techniques in relation to learning styles, class size and composition, culture, perceived abilities and expectations.

3. Choose one and present to the large group.

Group Three
1. Examine the effect of teaching strategies (wait time, grouping, physical closeness, expectations, questions) on student learning and participation.

2. Analyze different teaching strategies; (e.g., small group techniques, lecture, discussion groups, cooperative learning, laboratories, projects) in relation to student learning styles. (Resource, "Educating for Equity in the Workplace" Unit IV, 94-95).

3. Present findings to large group.

Individual Project:

1. Analyze personal learning style/processing preference and relate it to impact upon teaching/student learning.

2. Examine your instructional procedures (subject matter, reason for teaching, resource materials, instructional objectives, teaching strategies,

student expectations) and classroom climate relating to achievement of students with differing abilities, learning styles, backgrounds and cultures.

3. Analyze personally used classroom resource materials (resource books, pictures, role models, etc.) for bias and stereotyping. Resource: "Educating for Equity in the Workplace," Unit IV-58/69 and "Evaluation Model for Equity and Diversity," p. 9-10).

4. Evaluate your communication style and usage for bias and stereotyping as well as the resource materials you use.

5. Develop a personal plan for classroom instruction/curriculum improvement.

Directions to Evaluator

An exploration of "ism's" through reading, viewing videos, discussion and examination of personal beliefs and strategies through small group presentations and individual projects. This will result in a personal plan for individual classroom improvement.